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Introduction

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Introduction

Renee Baynes, Jon Austin, & Glen Parkes

Welcome to Volume 14, Issue 1 of *Taboo*. This issue draws together work that was submitted to the previous editorial team. We thank the authors for their patience with the delays in publication as we have worked to ensure that *Taboo* meets its commitments to previously accepted articles. We thank the previous editorial team for their efforts in drawing together these works and are pleased to be able to bring them to publication.

During the preparation of this issue, one of our current editorial team was impacted by serious health concerns. It seems all too common in academics of critical persuasions that their health suffers from the stresses ensuing from standing up and being heard on issues of inequality. The critical path is, at times, a stressful path and one that none of us takes lightly. To be a critical academic is to not leave your profession at work when you go home. Our criticality permeates every area of our lives and as such impacts our health and well-being. Many of us draw strength from our critical dispositions, but living and acting critically can be stressful, especially in increasingly conservative educative spaces. The editorial team remembers those who have suffered serious health impacts and indeed lost their lives. In particular, we pause to pay respect to the late Joe Kincheloe. We would like to take this opportunity to urge our contributors and readers to take the time to look after their physical and mental health.

The themes of identity and representation wind their way through the articles of this issue. Considering identity, Traci Baxley in "Taking Off the Rose-Colored Glasses: Exposing Colorism through Counter Narratives" examines skin color stratification in Black communities drawing on her own experiences rationalising her darker complexion as a child. Reclaiming of indigenous identity is central to Colin Scheyen's article "Abo-Digitalism: Youth Identity, Critical Pedagogy, and Popular Media." In "The Education of Pauline Carey" by Jon Judy, the history of the education of women is considered biographically in the context of its influence

on future generations. Andrew Binder in “World Monuments: A Critical Perspective for the Elucidation of Art Appreciation Instructors and Students” draws on his personal journey (both physical and metaphorical) to teach art appreciation from a critical perspective. Considering representation, Kerrita K. Mayfield in “Liminal eRoticism: Emerging Forms of Gender Identity and Performance in e-Romances and Their Feminist Electronic Communities” frames social feminism in e-romance novels using a postmodern lens; Myrna A. Hant in “Feminism Comes of Age on Television: The Portrayals of Empowered Older Women from *Murder She Wrote* to *Damages*” considers the change in representation on television of older women from sickly and weak to empowered and vigorous, making links to deconstructing the assumptions of aging; and the film genre of ‘eddie,’ films about schools, provides the basis of Derisa Grant’s analysis of the function and organization of schools in “‘Welcome to the Jungle’: Understanding the Archetypes and Cinematic Techniques of ‘Eddies.’”

We thank all of the authors for their contributions to the issue and trust that readers of the journal will engage with the works in a way that inspires their own theory and practice. As always, *Taboo* is accepting general papers, which are compelling and controversial, fitting within the theme of the relationship between education and its socio-cultural context. We are also happy to receive proposals for special issues to be guest edited.

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